

John Jay College's Middle States Self-Study Design

I. Institutional Overview

Located on the Upper West Side of Manhattan, John Jay College of Criminal Justice is one of 25 higher educational institutions of the City University of New York (CUNY), the largest urban university system in the nation. With its historic mission of educating the “children of the whole people,” CUNY serves over 275,000 degree-seeking students in New York City.

John Jay College was founded in 1964 as the College of Police Science (COPS) with the idea of educating and professionalizing those in law enforcement. Renamed John Jay College of Criminal Justice three years after its founding, the College aimed to provide a solid liberal arts education while becoming an early innovator of the interdisciplinary field of criminal justice, one that sees courts, police, probation and parole as interconnected parts of one larger system. Though the College has come a long way from the small “college for cops” it once was, John Jay has always prided itself as being an institution of higher education centered around, and grounded in, the idea of justice.

Today, John Jay College enrolls close to 16,000 baccalaureate, master's and doctoral students in an array of traditional and innovative academic programs that include 36 bachelor's programs, 13 master's programs, and three doctoral programs (in conjunction with the Graduate Center of the City University of New York). The most popular undergraduate majors are Criminal Justice, Forensic Psychology, Criminology, Computer Science and Information Security, and Law and Society. With a current enrollment of 680 students, the College's M.P.A. program is among the largest and most diverse in the nation. More than 50% of John Jay graduates work in the public sector, serving as first responders, public safety professionals, elected public officials, and leaders of public agencies.

Through its mission, John Jay has committed not only to provide a rigorous justice-oriented education, but also to help shape a just society that delivers on the promise of equity. The College is proud of its richly diverse student body, which, as of 2020, is 15% Asian, 17% Black, 47% Hispanic, and 18% White (Figure 1). John Jay College is recognized by the U.S. Department of Education, as

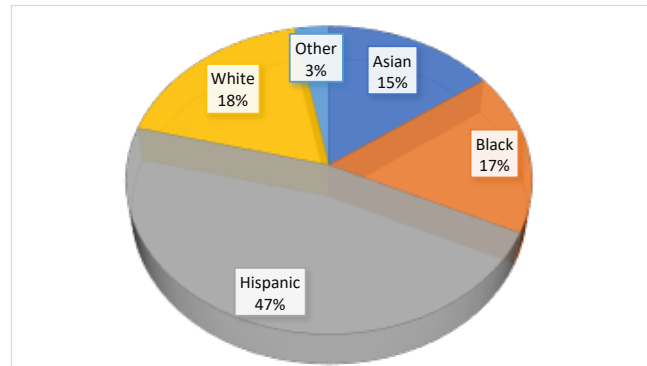


Figure 1. John Jay Student demographics 2020

Minority-Serving Institution (MSI). Some 47 percent of our students are the first in their families to attend college and a third are foreign-born, more than 65 percent receive Pell grants. The vast majority—three quarters—come to John Jay from New York City public schools and more than 400 are military veterans.

John Jay has an impressive record as a transformational force for historically under-represented students. Our four-year graduation rates for both Hispanic and Black students exceed the national averages. Further, John Jay ranks in the Top 10 among American universities in student social mobility according to the pioneering research led by Professor of Economics Raj Chetty of Harvard University. In their study of intergenerational income mobility, these researchers found that, of the 54 percent of John Jay students who come from lower-income families, nearly two-thirds (61 percent) ultimately rise to the top 40 percent of income earners nationally.

Despite these significant accomplishments, John Jay's overall graduation rates remain below national averages but are consistent with the lower rates at publicly funded regional universities. Under the leadership of its fifth president, Karol V. Mason, the John Jay community developed a Vision for Undergraduate Student Success in 2019 that prioritized raising the four-year and six-year graduation rates of our first-time students from 30% to 40% and 47% to 65%, respectively, and the four-year graduation rate of our transfer students from 61% to 70%. By focusing on providing student cohort support, efforts mostly funded through external grants, we are seeing great progress toward these goals.

John Jay College Mission Statement

John Jay has the following mission statement:

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

John Jay College Values

Beyond its mission statement, John Jay has adopted the following values statement:

As a Hispanic- and Minority-Serving Institution of higher education in New York City, grounded by our commitment to advancing justice in its many dimensions, we recognize these interrelated core values as fundamental to the John Jay College of Criminal Justice community: *(in alphabetical order)*

Diversity: Explore, support, and respect the many voices within our community, fostering an inclusive environment that represents the many racial, religious, ethnic, gender, sexual, socioeconomic, political, cultural, age, and ability identities that make our community thrive.

Equity: Confront and respectfully disrupt biases, stereotypes, and discrimination by creating and implementing opportunities for equal access and success for underserved communities.

Integrity: Promote honesty, transparency, and empathy in our actions and communications—at all levels within our community—by adhering to the highest moral and ethical standards in our personal and professional behavior.

Justice: Act fairly and ethically to build an environment that offers every individual equal opportunities to grow and flourish.

Learning and Scholarship: Engage in transformative teaching and learning, both inside and outside of the classroom, support and pursue scholarship and creative activities, practice intellectual curiosity, strive for academic and professional excellence, and foster lifelong learning and civic engagement.

Respect: Honor each other's identities, ideas, values, and humanity partnered with a commitment to courtesy, civility, and kindness.

II. Institutional Priorities to be Addressed in the Self-Study

Over the course of the 2019-2020 academic year, hundreds of John Jay faculty, students, staff and administrators engaged in an extensive and inclusive strategic planning process to develop the College's 2020-2025 Strategic Plan. The commitments we made to ourselves in the strategic plan to live our mission and ensure a strong and vibrant John Jay are the institutional priorities that we will address in the self-study. The external site visit will occur at the midway point of the strategic plan.

Those institutional priorities to be addressed in the self-study are reflected in the four goals of the 2020-2025 Strategic Plan:

- 1. Educate and support undergraduate and graduate students at every step of their John Jay journey.** At John Jay we recognize that student success is everyone's responsibility, and our

fundamental purpose as a college. Guided by our 2019 Vision for Undergraduate Student Success we will build on and expand approaches we know are working to help enrich undergraduate educational experiences and propel students to degree completion, such as student cohort, engagement, and support programs; faculty support and development for enhanced learning and student research; and integrated academic and career planning. For undergraduate and graduate students alike, we will engage our alumni in the career success of John Jay graduates and inform students early about the benefits of experiential learning in multiple career sectors. With designated academic advising and enhanced co-curricular programming, we will decrease graduate student time to graduation and advance their careers. With a larger faculty, enhanced philanthropic support for targeted student programming, and curricular and extra-curricular opportunities to learn 21st century skills, we will support and prepare more graduate and undergraduate students than ever to complete their degrees and become fierce advocates for justice

- 2. Create and advance knowledge in support of justice education, public awareness, and civic engagement.** Our mission describes the college as “a community of motivated and intellectually committed individuals who explore justice in its many dimensions.” As student-facing staff and professors, we advance justice education not just by “educating traditionally underrepresented groups and ... increasing diversity in the workforce” but also by developing innovative curriculum that affirms the identities of our students and works toward our ideal of equitable outcomes for all demographics within our student body. John Jay’s curriculum is like no other in the country, with robust offerings in social justice, criminal justice and justice education that span STEM, social science and humanities disciplines. With contemporary challenges such as climate change, rapid technological change, and economic and structural inequality, John Jay’s curriculum must keep pace with the rapidly evolving future. We will continue to hire new faculty, we will increase the money we invest in faculty support for cutting-edge research that “builds and sustains just societies,” and we will increase the college’s connections with the local, state, federal, and international agencies and NGOs that benefit from our research and hire our alumni.
- 3. Embody and promote our values of equity, diversity, and inclusion.** We are a college committed to justice, we are committed to educating historically underrepresented and low-income students in the name of equity, and as a proud Hispanic- and Minority-Serving Institution we know that our diversity is our strength. But as with any high ideals, we know that there are gaps between our commitments and the lived experience of some in our community. So, as a college, we are making it a top priority to continue to build a culture in which we embody and promote equity, diversity and inclusion. We have begun this work by formulating the core values that frame our educational mission and that we want to animate our campus climate: diversity, equity, integrity, justice, learning & scholarship, respect. We will orient all newcomers to our community—whether students, staff or faculty—to these values. We will make it our mission to close the equity gaps in educational outcomes for different demographic groups of students. We will work toward building a faculty that looks more like our student body. Faculty will not be expected to thrive on their own; we will provide new and continuing faculty with professional development and mentoring opportunities to facilitate their success, which in turn will help shape the successful outcomes of our students. Finally, we will mobilize the power of knowledge to engage faculty in the creation of a shared framework for a culturally affirming, inclusive pedagogy and curriculum design that helps our students see themselves, their strengths, and the experiences of people like them from a strengths-based, and not a deficit-minded, framework.
- 4. Improve and expand financial resiliency, operational efficiency, and the college’s sustainability.** No one questions John Jay’s commitment to justice, but a person looking at our funding model might rightly question how we can afford to educate fierce advocates for justice and support world-class research. After several years of projected budget deficits that have forced us to winnow our hiring and make difficult decisions on an annual basis, it is time for John Jay to take

stock of its sources of income, its costs, its operational efficiencies, and its priorities, and to align those four things in order to make a more sustainable future for the college. While over the past five years the college has increased funding from indirect grant revenue and philanthropy, neither one of these sources of funding alone will be sufficient to sustain us. To become a sustainable college, we need to diversify our revenue streams and improve operations through technology and staff development. Because we are fierce advocates for justice, we commit to reducing our carbon footprint and saving energy, but this is a strategic alignment of costs and priorities, because doing so will also save us money

To ensure we devote appropriate attention to the College's progress on these priorities, we have assigned assessment of selected performance indicators to the following working groups through their lines of inquiry:

Standard	Goal 1: Student Learning and Support	Goal 2. Justice Education, Public Awareness & Civic Engagement	Goal 3. Embody & Promote Equity, Diversity, Inclusion	Goal 4. Improve & Expand Financial Resilience, Efficiency, Sustainability
1. Mission and Goals		X		
2. Ethics and Integrity			X	
3. Student Learning Experience	X - "educate"			
4. Support of Student Experience	X - "support"			
5. Educational Effectiveness Assessment		X - "justice education"		
6. Planning, Resources, Improvement				X
7. Governance, Leadership, Administration			X	

III. Intended Outcomes of the Self-Study

The steering committee has designated the following intended outcomes for the self-study:

1. Through the self-study, demonstrate that the College meets the MSCHE accreditation standards, the requirements of affiliation, and federal compliance standards.
2. Within the standards framework of the MSCHE, assess the College's progress in meeting the 2025 performance indicators for each of the four goals in the 2020-2025 Strategic Plan; and
3. Complete the self-study after having engaged in an inclusive and transparent process involving broad representation from the College community that also offered College constituencies the opportunity to review and comment on the self-study and progress toward the 2025 strategic plan during its development.

IV. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the self-study report:

- Standards-Based Approach
- Priorities-Based Approach

John Jay College will take a standards-based approach to the self-study report. We believe we can best focus on how we meet the criteria for each standard in this straight-forward manner, also addressing institutional priorities, as outlined in Section II.

V. Organizational Structure of the Steering Committee and Working Groups

Members of the steering committee and working groups were selected through a collaborative process that included consultation with senior administrators, solicitation of nominations and self-nominations from full-time and part-time faculty through an online survey administered by the Faculty Senate, and the solicitation of nominations and self-nominations from members of the President's Leadership Council. In addition, once identified, working group co-chairs participated in the identification and recruitment of additional members to their working groups. Finally, student members of working groups were identified and recruited through our student government.

A. Steering Committee

John Jay's self-study is being guided by a steering committee of twenty-one members, which will collectively lead the effort to engage the broader College community in the self-study process, complete the self-study report, and submit all supporting documentation. The steering committee is led by three co-chairs. To facilitate the coordination of the working groups, the chairs and co-chairs of ten working groups also are members of the steering committee. In addition to the seven working groups that will oversee the examination of the standards of accreditation and related requirements of affiliation, there are working groups on 1) Verification of Compliance; 2) Evidence Inventory Management; and 3) Communication and Events.

One of the three co-chairs of the steering committee will serve as a liaison to each working group, supporting its work to fulfill its charge and coordinating its efforts with other working groups. The working group co-chairs will report regularly to the steering committee on their progress, and the steering

committee will work together to promote cooperation as well as eliminate redundancies across all working groups.

The specific charge to the steering committee is:

The steering committee will provide leadership for the process of reaffirming John Jay College of Criminal Justice's Middle States Commission on Higher Education (MSCHE) accreditation. During this process, the steering committee has ultimate responsibility for organizing, preparing and submitting the documentation required for accreditation: the self-study design, the self-study report, and the evidence inventory. With that responsibility, the steering committee will:

1. Review and approve the self-study design and the self-study timeline.
2. Establish processes and guidelines to ensure that each of the working groups fully addresses the criteria of their assigned standard, relevant requirements of affiliation and institutional priorities using data or resources in the evidence inventory.
3. Support and coordinate the efforts of the working groups to ensure that they meet their deadlines, minimize duplication of efforts, and promote the reaffirmation of accreditation of the College.
4. Review report drafts written by the working groups, provide feedback to the working groups, and revise and assemble the final reports into a cohesive and complete self-study.
5. Ensure that a communication plan is developed and implemented that communicates updates on the Self-Study process to the College community, gathers input on the self-study from the College community, and ensures that the various College constituencies are engaged in the self-study process.
6. Establish meaningful connections between the self-study process and the College's progress in meeting performance indicators in the 2020-2025 Strategic Plan.
7. Ensure that the College's Institutional Federal Compliance Report (verification of compliance) provides evidence that the College meets relevant federal regulations.
8. Review and approve the final self-study report, evidence inventory, and verification of compliance and ensure that they are completed and submitted.
9. Meet, engage with, and respond to requests from the MSCHE site visit team.

The membership of the steering committee is set forth in the table below.

Name	Title
Allison Pease, Co-chair	Associate Provost for Institutional Effectiveness and Professor of English
Ned Benton, Co-chair	Professor of Public Management and President of the Faculty Senate
James Cauthen, Co-chair	Associate Professor of Political Science
Tony Balkissoon	Vice President and Executive Counsel
Dara Byrne	Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies
Kinya Chandler	Assistant Dean and Chief Operating Officer of Academic Affairs
Shu-Yuan (Demi) Cheng	Associate Professor and Chair, Department of Sciences
Angela Crossman	Associate to the Provost for Faculty and Professor of Psychology
Warren Eller	Associate Professor and Chair, Department of Public Management
Mark Flower	Interim Vice President for Finance and Administration
Alexa Capeloto	Associate Professor of English

Laura Ginns	Vice President of Public Affairs and Strategic Initiatives
Brian Kerr	Vice President of Enrollment Management & Student Affairs
Jennifer Lorenzo	Special Events Manager for Public Affairs
Gerald Markowitz	Distinguished Professor of History
Daniel Matos	Interim Assistant Vice President for Enrollment Management and Senior Registrar
Elsa-Sofia Morote	Dean of Graduate Studies
Alison Orlando	Institutional Effectiveness Specialist
Dyanna Pooley	Director of Outcomes Assessment
Jennifer Rutledge	Associate Professor of Political Science
Andrew Sidman	Associate Professor and Chair, Department of Political Science

B. Working Groups

1. General Charge to Working Groups

Each working group should provide and weigh evidence to determine whether the College demonstrates compliance with the MSCHE standards and criteria and requirements of affiliation it has been assigned. Each working group also should address the specific lines of inquiry assigned to it that reflect institutional priorities relating to its MSCHE standard and criteria. The working group determination should be based on evidence available in the evidence inventory, and should be primarily analytic rather than descriptive. The working group should be aware of areas in which its standard overlaps with others and be in contact with co-chairs of other working groups as needed to assure collaboration and avoid redundancy. Each working group should seek support and direction as needed from the steering committee liaison assigned to it or, through its co-chairs, from the full steering committee.

Working Group 1: Mission and Goals

Co-Chair: Sofia Morote, Dean of Graduate Studies

Co-Chair: Jerry Markowitz, Distinguished Professor of History and Interdisciplinary Studies

Members:

Daniel Stageman, Director of Research Operations

Richard Pusateri, Military and Veteran's Services Manager

Rona Lane, Director of Foundation and Corporate Relations

Peter Romaniuk, Associate Professor Political Science

Erica King-Toler, Assistant Professor of SEEK

Lisandro Perez, Professor of Latin American and Latinx Studies

Joseph Varallo, Jr., student

Lines of Inquiry:

1. In what ways John Jay meet the criteria established for standard 1 and requirements for Affiliation 7 & 10?
2. How is John Jay is fulling its mission as an HSI and MSI?
3. In the context of fulfilling our mission, how well are we making progress toward Goal #2 of the 2020-2025 Strategic Plan to create and advance knowledge in support of justice education, public awareness, and civic engagement?
4. How do the goals set by the institution in the (a) Vision for Undergraduate Student Success, (b) Graduate Studies Enrollment, Graduation and Placement Plan, (c) Working Ideal's Climate

Review Process, Report and Recommendations, and (d) the 2020-2025 Strategic Plan reflect the College's mission and values?

5. What processes are in place to determine if John Jay is achieving its mission and goals, and periodically reassessing them?
6. How and to what extent is our mission reflected in the scholarly activity, service, of faculty, and the public-facing Centers and reports we distribute?
7. How is the staff and administration contributing on related student learning and institutional improvement?

Working Group 2: Ethics and Integrity

Co-Chair: Tony Balkissoon, Legal Counsel

Co-Chair: Angela Crossman, Associate to the Provost for Faculty & Professor of Psychology

Members:

Gabriela Leal, Interim Director of Compliance and Diversity

Jessica Greenfield, Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate

Charles Davidson, Director of Pre-Law Institute

Ellen Belcher, Associate Professor in the Library

Charlotte Walker-Said, Associate Professor of Africana Studies and Director of the M.A. in Human Rights

Geert Dhondt, Associate Professor and Chair of Economics

Lia Guzman Genao, Student

Lines of Inquiry:

1. Does John Jay meet the criteria established for standard 2 (except for criterion 8 that has been assigned to working group 8)?
2. Is John Jay, in all internal and external activities, faithful to its mission?
3. Does John Jay honor its contracts and commitments, adhere to its policies, and represent itself truthfully?
4. How are we making progress toward fulfilling Goal #3 of the 2020-2025 Strategic Plan that we embody and promote our values of equity, diversity and inclusion with ethics and integrity?
5. What grievance and complaint procedures have we updated recently and why? How have the Climate Review process and other self-assessments contributed to these changes?
6. How accurately do our promotional materials and external communications portray John Jay? How easily accessed and well organized is that information on our website?
7. How has the College sought to promote fair and impartial practices in the personnel processes for faculty and staff?
8. How has the College responded to COVID in terms of ethics and integrity?

Working Group 3: Design and Delivery of the Student Learning Experience

Co-Chair: Dara Byrne, Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies

Co-Chair: Demi Cheng, Associate Professor of Toxicology and Chair of Sciences

Members:

Holly Davenport, Director of Instructional Design

Makeda Jordan, Associate Director of the Center for Student Involvement and Leadership

Wynne Ferdinand, Director of General Education and Educational Partnerships

Nathan Lents, Professor of Biology

Maria D'Agostino, Professor of Public Management

Jill Grose-Fifer, Associate Professor of Psychology
Aiisha Qudusi, student

Lines of Inquiry:

1. Does John Jay meet the criteria established for standard 3 and requirements of affiliation 8, 9, 10 & 15?
2. How does John Jay ensure the coherence and rigor of our educational programs, certificates, and degrees at all levels, regardless of instructional modality?
3. What progress are we making toward fulfilling Goal #1 of the 2020-2025 Strategic Plan to *educate* students at every step of their John Jay journey, especially with regard to the objectives for that goal which include, but are not limited to: institutionalizing academic support programs, implementing high impact instructional practices, and expanding curriculum and extra-curricular opportunities for experiential learning, creative research, production, and problem solving; and technological and information literacy?
4. How does John Jay ensure that student learning experiences that are designed and delivered by appropriate professionals who have sufficient professional development opportunities and that are reviewed regularly?
5. How does John Jay's General Education program expand student intellectual and cultural awareness and develop essential skills?
6. How are students in John Jay's undergraduate and graduate programs provided opportunities for research and scholarship under the guidance of our faculty?
7. Do students have equitable access to our graduate programs?

Working Group 4: Support of the Student Experience

Co-Chair: Brian Kerr, Vice President Enrollment Management and Student Affairs

Co-Chair : Alexa Capeloto, Associate Professor of English

Members:

Danielle Officer, Director of the Center for Student Involvement and Leadership

Michael Scaduto, Associate Director of Financial Aid

Kate Szur, Senior Director of Student Academic Success Programs

Elena Beharry, Counselor in the Wellness Center

Glen Corbett, Associate Professor of Fire Science and Emergency Management

Maria Kiriakova, Associate Professor in the Library

Jennifer Holst, Lecturer in Mathematics

Tzvia Waronker, student

Lines of Inquiry:

1. Does John Jay meet the criteria established for standard 4 and requirements of affiliation 8 & 10 ?
2. How does John Jay support students to ensure that they are retained and complete their degree and certificate programs, and how do these efforts enhance the quality of the learning environment and promote student success?
3. What progress are we making toward fulfilling Goal 1 of the 2020-2025 Strategic Plan to *support* students at every step of their John Jay journey via cohort, engagement, and other programs?
4. How do our financial aid and scholarship opportunities support the students' experiences?
5. How do we measure the effectiveness of John Jay's specific areas of support for students?
6. How well do we support transfer students?

7. How well do we support all students across programs, levels, modalities and schedules?
8. How well did John Jay recalibrate and devise services to support students in the wake of the COVID-19 pandemic?

Working Group 5: Educational Effectiveness Assessment

Co-Chair: Dyanna Pooley, Director of Assessment

Co-Chair: Jennifer Rutledge, Associate Professor of Political Science

Members:

Demy Spadideas, Administrator and Compliance Officer, DOES

Himani Gupta, Assessment and Evaluation Specialist, SASP

Kathy Killoran, Executive Director of Undergraduate Studies

Erica Burleigh, Associate Professor of English

Muath Obaidat, Associate Professor of Mathematics

David Shapiro, Distinguished Lecturer Public Management

Ed Snajdr, Professor of Anthropology

Naomi Nwuso-Stewart, Director of Enrollment Management Services

Poonam Latchman, student

Lines of Inquiry:

1. How do our assessment policies, procedures, and practices demonstrate the continual improvement of and support for an education grounded in justice. and support services?
 - a. Are we accomplishing our educational goals for students, consistent with their program of study, degree level, John Jay's mission, and appropriate expectations for higher education?
 - b. What progress are we making toward "justice education" as part of Goal 2 of the 2020-2025 Strategic Plan, to create and advance knowledge in support of justice education, public awareness and civic engagement?
 - c. How are we communicating our findings to the public?
2. How are we using the assessment to inform and improve the educational experience?
 - a. How does John Jay use assessment results to develop, improve and revise curriculum?
 - b. How are the assessment, planning, and budgeting processes integrated at John Jay?
 - c. How does the institution use assessment to improve student support services?
3. How is the institution evaluating its assessment processes?
 - a. How does John Jay evaluate whether its assessment policies, procedures, and practices and use of results are equitable and just?
 - b. How does John Jay evaluate whether its assessment policies, procedures, and practices and use of results meet the needs?
4. Does John Jay meet the criteria established for Standard 5 and Requirements of Affiliation 8 & 10?

Working Group 6: Planning, Resources, and Institutional Improvement

Co-Chair: Mark Flower, Interim VP for Finance and Administration

Co-Chair: Warren Eller, Chair and Associate Professor Public Management

Members:

Michael Rohdin, Director of Operations, UGS

Ingrid Cabanilla, Organizational and Business Effectiveness Director

Erez Lenchner, Associate to the Provost for Data Analysis

Jayne Mooney, Professor of Sociology and Deputy Chair of Sociology

Katie Gentile, Professor and Chair of Interdisciplinary Studies

Paul Narkunas, Associate Professor of English

Ciomara Dominguez, student

Lines of Inquiry:

1. Does John Jay meet the criteria established for standard 6 and requirements of affiliation 8, 10 & 11?
2. How do John Jay's planning processes, resources and structures align to fulfill John Jay's mission and goals?
3. What procedures/data sets are in place to assess non-academic programs and services in order to respond to opportunities and challenges?
4. What progress are we making on Goal #4 of the 2020-2025 Strategic Plan to improve and expand our financial resiliency, operational efficiency, and the College's sustainability?
5. What are our comprehensive plans for the sustainability of our facilities, infrastructure, and technology?
6. What are our plans and strategies to achieve sufficient physical space to support academic programs and services?
7. Do our resource allocations, particularly faculty lines, provide equitable access to full-time faculty instruction across our academic programs?
8. What steps are being taken to grow the number of full-time faculty members and to develop and retain faculty members?

Working Group 7: Governance, Leadership, and Administration

Co-Chair: Kim Chandler, Chief Operating Officer of Academic Affairs

Co-Chair: Andrew Sidman, Chair and Associate Professor of Political Science

Members:

Shavonne McKiever, Associate Registrar

Sumaya Villanueva, Assistant Provost for Academic Engagement

Jill Maxwell, Deputy Counsel

Charles Stone, Associate Professor of Psychology

Shweta Jain, Associate Professor of Computer Science

Daniel Feldman, Professor of Public Management, Program Director of MPA in Inspection and Oversight

Karen Kaplowitz, Associate Professor of English

Elizebeth Lookhoor, student

Lines of Inquiry:

1. Does John Jay meet the criteria established for standard 7 and requirements of affiliation 12 & 13?

2. How does John Jay's governance structure and administration function to realize, or not, John Jay's mission and goals?
3. How do our governance structure, leadership and administration further, or not, progress toward Goal #3 of the 2020-2025 Strategic Plan to embody and promote our values of equity, diversity and inclusion?
4. How do our governance structure, leadership and administration further, or not, progress toward Goal #4 of the 2020-2025 Strategic Plan to improve operational efficiency and the College's sustainability?
5. What procedures exist for the periodic assessment of the effectiveness of governance, leadership, and administration?
6. How does our governance and administrative structures and administration support department chairs, major coordinators and graduate program directors?

Working Group 8: Verification of Compliance

Chair: Daniel Matos, Interim Assistant Vice President for Enrollment Management and Senior Registrar

Members:

Judy Cahn, Director of Department of Online Education and Support

Michael Sachs, Dean of Students

Vincent Pizzutti, Director of Financial Aid

Sulema Ebrahim, Director of Special Projects, EMSA

Lines of Inquiry:

1. Does John Jay meet the criteria established for requirements of affiliation 1, 2, 3, 4, 5, 6 & 14.

Working Group 9: Evidence Inventory

Chair: Alison Orlando, Institutional Effectiveness Specialist

Consulting Member: Kathleen Collins, Professor, Library

Working Group 10: Communication and Events

Chair: Laura Ginns, Vice President for Public Affairs and Strategic Initiatives

Members:

Mindy Bockstein, Executive Director of External Affairs

Jennifer Lorenzo, Special Events Manager

Allison Pease, Associate Provost for Institutional Effectiveness

Alison Orlando, Institutional Effectiveness Specialist

VI. Guidelines for Reporting

The working groups have the following key deliverables, with specific deadlines set out in the timeline below:

- Spring 2021: Completion of Standard Summary Tables
- December 2021: First draft of assigned chapter submitted to the Steering Committee.
- February 2022: Second draft of assigned chapter submitted to the Steering Committee.

The working group chapters should be in a narrative format, addressing compliance with assigned standards, criteria, and requirements of affiliation. The additional institutional priorities set out in the working group's lines of inquiry should be incorporated into the narrative in the context of the assigned standard. Working group chapters should include the following:

- An overview of the working group, its charge, and specific lines of inquiry in relation to its assigned standard and requirements of affiliation.
- Using gathered evidence, an analysis of the standard in the context of the institutional priorities identified in the lines of inquiry, with a determination of whether John Jay meets the standard, the criteria, and the assigned requirements of affiliation.
- A conclusion identifying areas of strength, opportunities for improvement, and recommendations for ongoing institutional improvement in alignment with the standard and John Jay's 2020-2025 Strategic Plan.
- After the conclusion, a listing of evidence used in the working group's analysis and supporting its determination.

Length and Format

Working groups should prepare their chapter drafts according to the following style and formatting guidelines:

- Do not exceed 15 pages, single-spaced.
- Use Times New Roman 12-point font. Use standard 1-inch margins.
- Use one space between sentences.
- Do not indent the first line of each paragraph.
- Set paragraph spacing to 0 and use one space between paragraphs.
- Follow APA 7th edition citation style for in-text citations and references.
- Follow APA 7th edition heading and subheading style.
- In the header, include the chapter's standard number, justified left and italicized, and insert page numbers, justified right.
- Double-number all tables and figures, using the chapter number first. Example: Table 3.2 would refer to the second table in Chapter Three.
- Terminology
 - The term "self-study" is hyphenated and in lowercase letters, unless it appears in a title.
 - The term "working group" should not be capitalized, unless used as a formal title.
 - The words "standard," "criteria," and "criterion" should not be capitalized unless they are used in a formal title.
 - When referring to a person employed by John Jay, use the person's name and full title. Use a comma before and after the title.
 - When listing names, order them alphabetically by last name.
 - Use "John Jay" or "the College" when referring to John Jay College of Criminal Justice. Use "CUNY" or "the University" when referring to The City University of New York

Editing of Working Group Chapters

Working groups will draft their initial chapters and submit them to the steering committee for suggestions and comments. Working groups will then revise their chapters, integrating steering committee feedback, and submit final drafts. The steering committee will then combine the working group chapters into a draft self-study report, which will then be edited so the report has a common voice and style. Any substantive changes at this point will be reviewed by the steering committee. The working draft will then be offered for suggestions and comments to the entire John Jay community. Community suggestions will be incorporated into a final draft of the self-study report for final approval by the steering committee.

VII. Organization of the Final Self-Study Report

As our self-study will employ a standards-based approach, the final self-study report will be organized around the MSCHE standards. Each chapter addressing a standard also will address relevant requirements of affiliation. The final report will be organized as follows:

1. Table of Contents

2. Executive Summary: Summary of the findings and recommendations of the self-study

3. Introduction: Brief institutional history and institutional overview, introduction to 2020-2025 John Jay Strategic Plan, and brief outline of self-study process

4. Chapter One: Standard I: Mission and Goals and Requirements of Affiliation 7 (Mission and goals) and 10 (Institutional planning linked to educational goals)

5. Chapter Two: Standard II: Ethics and Integrity

6. Chapter Three: Standard III: Design and Delivery of the Student Learning Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), 10 (Institutional planning linked to educational goals), and 15 (Core faculty)

7. Chapter Four: Standard IV: Support of the Student Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs) and 10 (Institutional planning linked to educational goals)

8. Chapter Five: Standard V: Educational Effectiveness Assessment and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), and 10 (Institutional planning linked to educational goals)

9. Chapter Six: Standard VI: Planning, Resources, and Institutional Improvement and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 10 (Institutional planning linked to educational goals), and 11 (Documented financial resources and fiscal management)

10. Chapter Seven: Standard VII: Governance, Leadership, and Administration and Requirements of Affiliation 12 (Governance) and 13 (Unconflicted governing body)

11. Chapter Eight: Requirements of Affiliation not addressed in a chapter of the self-study (Requirements of Affiliation 1-6 and 14)

12. Conclusion: Summary and discussion of institutional strengths as related to MSCHE standards and requirements of affiliation and of opportunities for improvement

13. Appendices

VIII. Verification of Compliance Strategy

The verification of compliance report will be developed by Daniel Matos, Assistant Vice President of Enrollment Management and Senior Registrar. He will be assisted by members from the following offices: Financial Aid and Fellowships, Enrollment Management, Online Education,

Student Services and Public Safety. He will also coordinate with the Standard II working group concerning Ethics and Integrity. Mr. Matos will be responsible for communicating with the other seven working groups and steering committee about the progress of the verification of compliance report.

IX. Self-Study Timetable

DATE	ACTIVITIES AND MILESTONES
2020	
October	Leadership team attends Self-Study Institute
November	Leadership team attends Self-Study Institute Co-Chairs orient President's Leadership Council to Middle States self-study
December	Leadership team debriefs and creates steering committee, discusses institutional priorities, intended outcomes of the self-study, organizational structure of the steering committee and working groups Provost and Co-Chairs invite members of the steering committee to join
2021	
January	Co-chairs finalize steering Committee and working group charges Institutional Effectiveness begins populating evidence inventory and self-study website Co-Chairs have phone call with MSCHE VP Liaison Dr. Haq to discuss premise for self-study review (share institutional priorities and self-study approach) Co-chairs draft self-study design document
February	Communications around Middle States self-study kick-off: President sends letter to college community explaining Middle States process and members of the steering committee Working group membership finalized by Friday, February 5 Spring Semester workplan finalized and on Microsoft Teams Site by Tuesday, February 16

March	<p>Self-study design draft submitted to MSCHE</p> <p>Working groups meet to identify existing evidence that supports standard along with gaps in evidence to support standard. Using standard summary tables, they will consider what story they will tell through their chapter, and what programs, processes, and achievements they will highlight.</p>
April-May	<p>VP Haq, MSCHE Liaison, Visits John Jay for Self-Study Prep Visit (April 9, 13, May 12)</p> <p>Working groups submit tables categorizing how we meet the standard per criterion.</p> <p>TABLES DUE Wednesday April 21</p> <p>Co-chairs begin to visit campus committees to discuss self-study process (Faculty Senate, HEO Council, Provost's Advisory Committee, College Council)</p>
May	<p>Steering committee returns working group tables with comments, ideas, and evidence suggestions</p> <p>Co-chairs continue visits to campus committees to inform about self-study process</p>
June	<p>Revisions and acceptance of self-study design by MSCHE</p>
July	
August	<p>Last week of August, working groups gather to kick off year of self-study</p>
September	<p>Communications: President mentions self-study work in her welcome to the semester email.</p> <p>Working groups draft chapters</p>
October	<p>Working group Progress Report 1</p>
November	<p>Working groups draft chapters</p>
December 10	<p>Working group draft chapters DUE</p>
2022	

January	Self-study evaluation team chair chosen; visit dates chosen; accepted self-study design sent to evaluation team chair Steering group returns draft chapter with comments to working groups
February	Communications: steering committee shares update on self-study at faculty and staff meeting Working groups revise and resubmit chapters to steering committee Self-study compiled and edited by steering committee co-chairs
March	Draft self-study posted for comment and shared with campus community
April-May	Co-chairs visit President's Leadership Council, Faculty Senate, HEO Council, PAC, and College Council
June	Self-study revisions based on campus input over spring
July	
August	Final updates for self-study solicited
September	Self-study report finalized Compliance report finalized Self-study report sent to evaluation team chair (2 weeks before visit)
October	
November	Evaluation team chair's preliminary visit
December	Self-study report finalized based on team chair's feedback; shared with campus
2023	
January	
February	Final self-study report, verification of compliance, and evidence inventory uploaded to MSCHE portal (6 weeks before evaluation team visit)
March	
April	Evaluation team visit
May	College receives evaluation team report; steering committee prepares institutional response
June/November	MSCHE meets to determine action (visits conducted after April 15 are acted on by Commission at November meeting)

X. Communication Plan

To engage our community in the important Middle States reaccreditation process including self-study of our achievements, goals and priorities, we will include both internal and external-facing messaging.

There are four main avenues through which we will communicate with the John Jay College community:

- (a) announcements (Important Announcements (email sent from the President to the entire campus community), General Announcements (email notification sent to entire campus community), All Users Announcements (constant contact email notification sent to faculty and staff) and Jmail (email newsletter sent to students));
- (b) Inside John Jay (internal campus website requiring credentials for login) and public website;
- (c) outreach meetings with various constituent groups across the College; and
- (d) John Jay College news.

As we reach major milestones in the self-study process, we will publish information and announcements using these mechanisms.

A special public-facing website will anchor our communications efforts with an anticipated launch in summer 2021 (this timing is to coincide with an ongoing College-wide website refresh project). The website will not be located Inside John Jay and will not feature draft documents. The website will introduce the College and the community-at-large to the Middle States self-study process with background and a timeline. The website will be updated with periodic information and resources, as appropriate. Drawing on examples from other colleges, the website can also feature an introductory short video from the College President or a steering committee member about the importance of this effort. The proposed John Jay College's Middle States Self-Study website will include items such as:

- lists of the members of the steering committee and working groups
- general information on the accreditation process and Middle States
- approved self-study design
- a calendar of key events
- Power point presentation(s)
- video clips and links to social media posts, if appropriate; and,
- self-study and accreditation outcomes
- self-study (feedback/comment section will be located on Inside JJ) and accreditation outcomes

Below is a timeline outlining the communication action items along with potential opportunities for strategic events that will also serve as vehicles for messaging and engagement.

Communication and Events Timeline

Date	Communication Activities
February 2021	Important Announcement email message from the President to College Community about Middle States process and announced members of the steering committee

February 24, 2021	President hosted kick off meeting/event for all members of working groups
March 2021	Co-chairs' presentations to all campus governing bodies as well as various campus groups on the purpose of the self-study, the process and how people can be involved in the process (e.g., Provost's Advisory Committee, College Council, HEO Council)
Summer 2021	Website design and review
Summer 2021	Website launch(Include on site, timetable, final self -study design plan, lines of inquiry— see above)
Back to School August 2021	Include in President's Welcome Back Important Announcement email information about new website
End August 2021	Update posted on our Middle States website and JJ news describing progress and activities that will happen during the Fall semester (Kick off year of self-study) Provost mentions self-study work during faculty orientation and faculty development day Working Group fall kick off semester of self-study drafting
2022	
January 2022	Message posted on Middle States website from steering committee about status of draft and relevant updates Beginning of Spring semester, Important announcement email message from the President linking to our Middle States website describing progress-to-date Announcement from Provost or President during bi-annual faculty development day to encourage faculty input and comment when chapters are posted on Inside John Jay during spring semester
February 2022	Middle States steering committee shares update on self-study and next steps at bi-annual faculty and staff meeting required by College Charter

<p>March 2022</p>	<p>Self-study draft chapters are posted on Inside JJ website for comment by end of April. "Important Announcement" from President and posting on our external website encouraging the community to comment on the chapters</p> <p>President will mention posting and opportunity for comment at Town Hall, President's Leadership Council meetings, and College governance meetings</p> <p>Update to John Jay Foundation Board of Trustees</p>
<p>March-April 2022</p>	<p>Working groups to conduct targeted outreach to constituent groups to gather feedback on chapters through assigned email or internal web portal</p> <p>Open campus outreach events held as needed by chairs of Middle States steering committee or specific working groups (open houses) to review chapters and encourage feedback</p> <p>Coordinate the schedule for the November 2022 evaluation team chair site visit and the Spring 2023 site visit. Reserve space if possible and coordinate dates with the College governance calendar for AY 2022-2023</p>
<p>Fall Semester 2022</p>	<p>Beginning of Fall semester, "Important Announcement" email message from the President linking to new posting on our Middle States website describing progress-to-date</p> <p>Work with student-led newspaper, <i>John Jay Sentinel</i>, for article</p> <p>President will share update with John Jay Foundation Board of Trustees on report submission anticipation</p>
<p>November 2022</p>	<p>"Important Announcement" from President regarding Middle States evaluation team site visit sent to all users through campus email and posted on Middle States website, create digital poster</p> <p>Evaluation team Chair site visit takes place</p>
<p>2023</p>	

February 2023	Plan and re-confirm attendance and space reservations for site visit events
March - May 2023	Middle States evaluation team site visit welcome event
March - May 2023	"Get to Know Us" event or luncheon (have working groups meet with Middle States evaluation team members in a more intimate setting - by invitation only) More details of site visit to be developed as event nears
November 2023	Post final self-study report on external website
When available	MSCHE action posted on website, hold college-wide celebration
December 2023	Middle States steering committee presents MSCHE action to college community and John Jay Foundation Board of Trustees ; include announcement from President in end -of-year or new year greetings.

XI. Evaluation Team Profile

Team Chair: We prefer as team chair a Chief Academic Officer with experience in student success at non-residential, urban, public institutions.

Team Members: John Jay is a Master’s College & University with larger programs and is primarily non-residential; it is also a Minority- and Hispanic-Serving college. Ideal evaluation team members will have experience at a Hispanic-Serving Institution and/or Minority-Serving Institution, a social or criminal justice orientation, experience in/focus on increasing student retention and graduation rates, experience with resource allocation and planning in a large public university environment.

Institutions that are considered comparable peers within the Middle States region:

- Kean University
- New Jersey City University
- William Paterson University of New Jersey
- SUNY Old Westbury

Institutions that are considered aspirational peers within the Middle States region:

- University of Maryland, Baltimore County – for its strong record of student success and diversity and equity initiatives
- SUNY, Albany - for its criminal justice education and Hispanic-Serving student success
- University of Buffalo – for its alignment of budget and planning as well as sustainability efforts

John Jay’s five top programs by enrollment:

Five Largest Programs	Enrollment
B.S. Criminal Justice	4393

B.A. Forensic Psychology	2085
B.A. Criminology	1078
B.S. Computer Science and Information Security	826
M.P.A. Public Administration	673

XII. Evidence Inventory

The evidence inventory working group will oversee the collection of evidence and maintain the Evidence Inventory throughout the self-study process. This working group, whose membership includes a staff member within the Office of Institutional Effectiveness and a librarian, will work closely with the co-chairs of each working group to populate the evidence inventory. The evidence will be housed in Microsoft Teams and be organized by standard. A naming convention for the evidence will be implemented in consultation with the librarian from the evidence inventory working group that will allow the documents to be easily recognizable and to distinguish them from one another. A master spreadsheet will be kept that catalogs each document and will include other pertinent information, such as the standard the evidence supports and the source of the evidence. This will allow the evidence inventory working group to more easily identify gaps and eliminate redundancies in the evidence. As the self-study process progresses, the chair of the evidence inventory working group, who serves as a member of the steering committee, will regularly consult with steering committee members on these matters as the evidence is refined.